

## HiSoN summer school 2022

24-31 July 2022

Metochi, Lesbos

### **Sarah Thomason (Michigan)**

Social and Linguistic Factors in Contact-Induced Language Change

### **Daniel Schreier (Zürich)**

Human Traffic, Migration, Nativization: On the Origins of Extraterritorial Varieties

### **Horst Simon (Berlin)**

Pronouns of Address: Perspectives from Historical Pragmatics and Sociolinguistics

### **Darren Paffey (Southampton)**

From *tertulias* to Twitter: Spanish Language Authorities across the Ages

### **Marina Dossena (Bergamo)**

Networks, Coalitions and Language Change: Focus on Late Modern English

### **Rik Vosters (Brussels)**

Data Visualization in Historical Sociolinguistics

### **Sandrine Tailleur (Québec/Chicoutimi)**

French in Canada 1850-1940: Hybridity, Ideologies and Colonization

## **Sarah Thomason (Michigan)**

### **Social and Linguistic Factors in Contact-Induced Language Change**

This course will focus on identifying and weighing various social and linguistic factors that play a role in contact-induced linguistic change. After a general introduction to the topic, including discussion of interactions between social and linguistic factors, the emphasis will be on different claims about causes of linguistic change in contact situations. Among the questions to be addressed are the following: Can social factors be the primary or only cause of change? Can linguistic factors be the primary or only cause of change? If social and linguistic features of a contact situation point to opposite results, which will be the primary determinant of the linguistic outcome? Although answers to these questions point to some strong tendencies in contact-induced change, I will emphasize that no linguistic change is predictable in any deterministic sense: that is, no cause or combination of causes is sufficient to guarantee a change.

No prior knowledge of contact-induced change will be assumed, but interested participants might want to read one of the following two items in the list below: Thomason 2001 (chapter 4), Thomason 2008. For readings with other viewpoints, see the additional items.

### **References**

- Gal, Susan. 1979. *Language shift*. New York: Academic Press.
- Irvine, Judith T., and Susan Gal. 2000. Language ideology and linguistic differentiation. In Paul V. Kroskrity, ed., *Regimes of language: ideologies, politics, and identities*, 35-84. Santa Fe, NM: School of American Research Press.
- Sankoff, Gillian. 2001. Linguistic outcomes of language contact. In J.K. Chambers, Peter Trudgill, and Natalie Schilling-Estes, eds., *The handbook of language variation and change*, 638-668. Oxford: Blackwell.
- Thomason, Sarah G. 2000. On the unpredictability of contact effects. *Estudios de Sociolingüística* 1.1:173-182.
- Thomason, Sarah G. 2001. *Language contact: an introduction*, chapter 4: Contact-induced change: results. Edinburgh: Edinburgh University Press.
- Thomason, Sarah G. 2008. Social and linguistic factors as predictors of contact-induced change. *Journal of Language Contact - THEMA* 2: 42-55.

## **Daniel Schreier (Zürich)**

### Human Traffic, Migration, Nativization: On the Origins of Extraterritorial Varieties

The development of extraterritorial varieties has typically been viewed through the lens of contact linguistics (dialect and language contact). Focus was given to processes of dialect interaction and mixing, restructuring and grammatical regularization (Trudgill 1986), which were found to operate differently in ecolinguistic settings around the world. The origins of these varieties are sociolinguistically sensitive and of great importance for a general theory of contact linguistics, particularly in that the highly heterogeneous and volatile coexistence of social and regional varieties, alongside other colonial and indigenous varieties, gradually transforms into a more stable variety with its own specific norms. Varieties nativize as a result of children developing new norms via language acquisition. Systemic instability is incipient at all stages (Schneider 2007) of new-dialect formation, spanning more than two centuries, and in this course we look at the manifestation of sociohistorical variation from both social and geographic perspectives. While discussing case studies of colonial English around the world, we will extrapolate general mechanisms by discussing the parallel developments of extraterritorial varieties of English and Spanish (Perez, Hundt, Kabatek & Schreier 2021) from a macro-perspective.

## **References**

- Trudgill, Peter. 1986. *Dialects in contact*. Oxford: Blackwell.
- Perez, Danae, Marianne Hundt, Johannes Kabatek & Daniel Schreier, eds. 2021. *English and Spanish: World languages in interaction*. Cambridge: Cambridge University Press.
- Schneider, Edgar 2007. *Postcolonial English. Varieties around the world*. Cambridge: Cambridge University Press.

**Horst Simon (Berlin)**

Pronouns of Address: Perspectives from Historical Pragmatics and Sociolinguistics

TBA

## **Darren Paffey (Southampton)**

From *tertulias* to Twitter: Spanish Language Authorities across the Ages

Since the creation of western European language academies from the 16<sup>th</sup> century onwards, these institutions have engaged in standardization ‘from above’ by promoting prestigious, ‘correct’ varieties of their respective languages.

A historical sociolinguistic perspective on the foundation and missions of these academies calls for an appreciation of the means and the ends of language standardization throughout their histories. The *ends* or objectives are, as Haugen (1972) writes, “minimal variation of form and maximal variation of function”; and the *means* by which this is achieved include the production of the ‘pillars’ of a language, such as dictionaries, grammars, spelling and usage guides. These form part of a wide range of language management initiatives (Spolsky 2009) that have shown both continuity and change, from literary circles in the 18<sup>th</sup> century to today’s multimodal, technology-engaged approach to standardization.

Our seminars will consider both the theory and the methods of language management over time, and compare traditional language authorities with those of the current digital age. We will ask whether contemporary patterns of normativity are emerging, and will do this by focusing on the particular example of Spain’s *Real Academia Española* (RAE, Royal Spanish Language Academy) which has embraced and harnessed technological advances at key points in its 300-year existence. We will ask if the internet and is democratizing language management, with new social media avenues for language users to contest both the authority of linguistic norms and the RAE itself?

### **Suggested readings**

- Ayres-Bennett, W. & J. Bellamy (Eds.). 2021. *The Cambridge Handbook of Language Standardization*. Cambridge University Press.
- Milroy, J., & Milroy, L. 2012. *Authority in language: Investigating standard English*. Routledge.
- Paffey, D. 2012. *Language ideologies and the globalization of standard Spanish*. Bloomsbury Academic.
- Reyes, A. 2013. Don’t touch my language: Attitudes toward institutional language reforms. *Current Issues in Language Planning*, 14(2), 337–357.
- Spolsky, B. 2009. *Language Management*. Cambridge University Press.

## **Marina Dossena (Bergamo)**

Networks, Coalitions and Language Change: Focus on Late Modern English

The role of social networks in language history has been recognised by several recent studies – see, for instance, Fitzmaurice (2010), Laitinen & Auer (2014), and Conde-Silvestre (2016). Not only do social networks contribute to the maintenance of norms, but they also contribute to the onset of change (Milroy 1987). However, the intrinsically dynamic and unique characteristics of networks make them difficult sources for the identification of overarching linguistic phenomena. In order to go beyond the specificity of a single network, it would be useful to investigate network clusters, so as to see what interconnected networks have in common and what specific features they display. Nor should the role of ideology be ignored, either in relation to the linguistic attitudes and perceptions that were shared within the network, or indeed in relation to the investigation itself, as the object(s) and methods of study reflect assumptions that may vary across time and scholarly traditions.

In order to maintain a focussed approach, these classes will concentrate on Late Modern English materials (i.e. documents going from the early eighteenth century to the early twentieth century), to present resources through which new methodological approaches can be tried out and network contiguities can be studied. First of all, terminology will be discussed, as labels convey important semantic values. The next part of the module will then outline what data are currently accessible in various (digital) repositories, and some potential research paths will be presented. Attention will be paid (mostly, though not exclusively) to how lexical and pragmatic change can be witnessed through the analysis of ego documents, drawing attention to relevant materials pertaining (among others) to emigrants' correspondence and the exchanges of political activists. While the former spans usage across linguistic communities (and networks) in time and space, the latter can be assumed to be more homogenous in the attempts to imitate group usage, the prestige of which is not related to social class, but to coalition affiliation.

### **References and other suggested reading (additional references will be provided within the module)**

- Anderson, Robert 2012. Learning: Education, class and culture. In Martin Hewitt (ed.), *The Victorian World*. Abingdon: Routledge, 484–499.
- Auer, Anita, Daniel Schreier & Richard J. Watts (eds) 2015. *Letter Writing and Language Change*. Cambridge: CUP.
- Dossena, Marina 2005. *Scotticisms in Grammar and Vocabulary*. Edinburgh: John Donald (Birlinn).
- 2009. Language attitudes and choice in the Scottish Reformation. In Crawford Gribben & David George Mullan (eds), *Literature and the Scottish Reformation*. Farnham: Ashgate, 45–62.

- 2010. Building trust through (self-)appraisal in nineteenth-century business correspondence. In Päivi Pahta, Minna Nevala, Arja Nurmi & Minna Palander-Collin (eds), *Social Roles and Language Practices in Late Modern English*. Amsterdam: Benjamins, 191–209.
- 2011. Handwritten communication in nineteenth-century business correspondence. In Andreas H. Jucker & Päivi Pahta (eds), *Communicating Early English Manuscripts*. Cambridge: CUP, 133–146.
- 2012a. Late Modern English – Semantics and lexicon. In Alexander Bergs & Laurel Brinton (eds), *HSK 34.1 – English Historical Linguistics – An International Handbook*. Berlin: De Gruyter, 887–900.
- 2012b. Scottishness and the book trade. Print and Scotticisms. In Stephen W. Brown & Warren McDougall (eds), *The Edinburgh History of the Book in Scotland, Vol. 2: Enlightenment and Expansion 1707–1800*. Edinburgh: EUP, 545–550.
- 2013a. Mixing genres and reinforcing community ties in nineteenth-century Scottish correspondence: Formality, familiarity and religious discourse. In Joanna Kopaczyk & Andreas H. Jucker (eds), *Communities of practice in the history of English*. Amsterdam: Benjamins, 47–60.
- 2013b. “And Scotland will march again”. The language of political song in 19th- and 20th-century Scotland. In Janet Cruickshank & Robert McColl Millar (eds), *After the Storm: Papers from the Forum for Research on the Languages of Scotland and Ulster Triennial Meeting, Aberdeen 2012*. Aberdeen: FRLSU, 141–165.
- 2016. Something to write home about: Social-network maintenance in the correspondence of nineteenth-century Scottish emigrants. In Don Chapman, Colette Moore & Miranda Wilcox (eds), *Studies in the History of the English Language VII: Generalizing vs. Particularizing Methodologies in Historical Linguistic Analysis*. Berlin: De Gruyter, 203–222.
- Dossena, Marina & Susan M. Fitzmaurice (eds) 2006. *Business and Official Correspondence: Historical Investigations*. Bern: Peter Lang.
- Fairman, Tony 2012. Letters in mechanically-schooled English: Theories and ideologies. In Marina Dossena & Gabriella Del Lungo Camiciotti (eds), *Letter Writing in Late Modern Europe*. Amsterdam: Benjamins, 205–227.
- Fitzmaurice, Susan M. 2002. *The Familiar Letter in Early Modern English: A Pragmatic Approach*. Amsterdam: Benjamins.
- Hickey, Raymond (ed.) 2010. *Eighteenth-Century English. Ideology and Change*. Cambridge: CUP.
- (ed.) 2019. *Keeping in Touch: Emigrant Letters across the English-speaking World*. Amsterdam: Benjamins.
- Jansen, Sandra and Lucia Siebers (eds), *Processes of Change. Studies in Late Modern and Present-Day English*. Amsterdam: Benjamins, 115–137.
- Lawson, Kirsten 2016. Letters from “Somewhere in France”: Reconstructing knowledge of life in the trenches through epistolary discourse. In Marina Dossena & Stefano Rosso (eds), *Knowledge Dissemination in the Long*

- Nineteenth Century. European and Transatlantic Perspectives*. Newcastle u.T: Cambridge Scholars, 191–215.
- Milroy, Lesley 1987 [1989]. *Language and Social Networks*. Oxford: Blackwell.
- Mugglestone, Lynda 2006. English in the Nineteenth Century. In Lynda Mugglestone (ed.), *The Oxford History of English*. Oxford: OUP, 274–304.
- Paternoster, Annick and Susan Fitzmaurice (eds) 2019. *Politeness in Nineteenth-Century Europe*. Amsterdam: Benjamins.
- Russell, Gillian & Clara Tuite (eds) 2002. *Romantic Sociability: Social Networks and Literary Culture in Britain, 1770–1840*. Cambridge: CUP.
- Russi, Cinzia (ed.) 2016. *Current Trends in Historical Sociolinguistics*. Berlin: De Gruyter.
- Shvanyukova, Polina 2014. “A cargo of coffee, sugar, and indigo”: Transatlantic business correspondence in nineteenth-century business letter-writing manuals. *Token: A Journal of English Linguistics* 3: 73–90.
- 2018. Teaching Business English in nineteenth-century Italy. *Token: A Journal of English Linguistics* 7: 123–158.
- Tieken-Boon van Ostade, Ingrid 2014. *In Search of Jane Austen: The Language of the Letters*. Oxford: OUP.
- Włodarczyk, Matylda 2015. Nineteenth-century institutional (im)politeness. Responses of the Colonial Office to letters from William Parker, 1820 settler. In Marina Dossena (ed.), *Transatlantic Perspectives on Late Modern English*. Amsterdam: Benjamins, 153–177.



**Rik Vosters (Brussels)**

## Data Visualization in Historical Sociolinguistics

During this workshop, we will discuss principles and best practices of data visualization, particularly in historical sociolinguistics. In a more theoretical session, we start off by talking about different types of (good and bad!) data, and basic design principles for good visualizations. We will go over various sorts of visualizations such as barplots, dotcharts, line graphs, boxplots, beanplots, and others, and explore how they can be used to effectively visually represent amounts, distributions, proportions, trends and geospatial data. In a more hands-on session, we will apply these principles to a set of examples: we will evaluate the effectiveness and discuss ways to improve examples of existing visualizations, and we will try our hand at different data visualization tools to generate our own examples based on existing datasets.

Students are advised to take their own laptop to the session.

## **Sandrine Tailleur (Québec/Chicoutimi)**

### French in Canada 1850-1940: Hybridity, Ideologies and Colonization

This course gives an overview of the linguistic dynamics surrounding the evolution of French in Quebec, Canada. From 19<sup>th</sup> century on, French-speaking Quebeckers identify or even define themselves with respect to 'Others'; the dominant British (then Canadian), English speakers; the French speakers from France who possess the norm; and, to a much lesser degree, to local indigenous communities who are diverse and forgotten. Through the study of correspondence and newspapers from French-speaking Quebec, this course offers an insight into the intersections of hybridity of various usages, standard language ideologies and consequences of colonization on minority populations. We will describe the complex links existing between linguistic nationalism and invisibilisation of indigenous populations, in the hope of deconstructing a few existing myths concerning language and identity in (French) Canada.

### **Readings**

Bouchard, Chantal. 2009. *Obsessed with language: a sociolinguistic history of Quebec*. Toronto: Guernica: University of Toronto Press Distribution, pp. 67-102.

Martineau, France and Sandrine Tailleur. 2014. From local to supra-local: Hybridity in French written documents from the nineteenth century. In G. Rutten, R. Vosters and W. Vandebussche (eds.), *Norms and usage in language history, 1600-1900. A sociolinguistic and comparative perspective*. Amsterdam: John Benjamins, p. 223-247.

Oxford, Will. 2019. *Indigenous languages in Canada*. Toronto: Canadian Language Museum. <https://www.languagemuseum.ca/indigenous-languages-in-Canada>

Remysen, Wim. 2021. "Discussing language, asserting authority: standard language ideology in Montreal's Le Pays (1852-1871)", in C. Marimón Llorca and S. Schwarze (eds.), *Authoritative discourse in language columns: linguistic, ideological and social issues*. Frankfurt am Main, Peter Lang ("Sprache – Identität – Kultur"), p. 15-35.

<https://www.usherbrooke.ca/crifug/recherche/productions-scientifiques/equipe-professorale/membres-reguliers/wim-remysen>

For those who can read French:

Urbain, Émilie and Sandrine Tailleur. 2020. « L'Autre autochtone : une analyse des processus de différenciation dans la presse canadienne francophone ». In Karine Gauvin, Isabelle Violette (eds.), *Minorisation linguistique et inégalités sociales : Rapports complexes aux langues dans l'espace francophone*. Frankfurt am Main, Peter Lang ("Sprache – Identität – Kultur"), p. 85-106.